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AUTHOR Pritchard, Mary E., Comp.
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ABSTRACT

The purpose of the publication is to suggest procedures and activities for implementing awareness phase career education objectives written for the Iowa demonstration project. It can be used as a reference for primary level teachers in planning classroom activities to meet career education objectives and the needs of their students and community. A brief description of the steps in writing activities is provided, as well as an outline of the career education objectives of self-perception and perception of the world of work. A major part of the document (30 pages) offers sample activities for each curriculum-level career education objective organized according to career education objectives, instructional objectives, activities, resource materials, and evaluations. (BP)

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Models for Career Education in Iowa

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IMPLEMENTING CAREER EDUCATION OBJECTIVES IN THE CLASSROOM

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Models for Career Education in Iowa

IMPLEMENTING CAREER EDUCATION OBJECTIVES IN THE CLASSROOM

AWARENESS PHASE

CONDUCTED UNDER RESEARCH AND EXEMPLARY GRANTS
from Career Education Division
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

Under Supervision of
Iowa State University
College of Education
Department of Agricultural Education
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James D. Athen, Assistant Director, Career Education Division

PREFACE

Career Education - Is it good for kids? -- That's a question that has prompted many of us to search for a greater understanding of the concept and to reassess the types of experiences our educational programs provide. This search is resulting in a growing commitment to assure curriculum objectives and activities that provide career education experiences for all students.

An exemplary project, Models for Career Education in Iowa, was initiated in 1971 thru the Iowa Department of Public Instruction. The purpose of the effort was to research, define and describe an emerging concept of career education and to suggest possible approaches for implementation in grades K-8. In 1972 the project was expanded to include the curriculum of high school students.

The project is sponsored by the Iowa Department of Public Instruction in cooperation with Iowa State University and nine local school districts. The project staff under the direction of Dr. Alan Kahler, Iowa State University, is working with the following local schools: Shenandoah, Humboldt, Davenport, Marshalltown, Carroll, Sheldon, Osceola, South Winneshiek and Springville Community School Districts. The third party evaluation is being provided by the Iowa Center for Research in School Administration under the leadership of Dr. Ralph Van Dusseldorp and Dr. Walter Foley.

A series of workshops were conducted involving participating school staff and outside resource persons with various backgrounds and expertise. These workshops have provided a multi-discipline approach in establishing understanding and agreement of a set of basic objectives of career education. During the summer of 1973, staff from each of the nine districts participated in workshops to prepare first draft curriculum materials for use in the respective school settings during the 1973-1974 school year.

The publications which follow were developed as part of the responsibility of project participants and staff to provide visibility to the findings and accomplishments of the project. These guidelines and instructional materials are provided at this time to assist local school personnel interested in initiating programs, services, and activities for their students.

Robert D. Benton

Robert D. Benton, Ed.D.
State Superintendent of
Public Instruction

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

ACKNOWLEDGMENTS

The curriculum process and example activities described in this publication are based on experiences encountered by teachers who participated in the exemplary project, "Models for Career Education in Iowa." Much credit is due personnel in the nine local schools who tested and validated these procedures and activities in their systems.

Appreciation is expressed for the assistance and contributions of project participants and staff in the development of this publication, which was compiled by

Mary E. Pritchard
Project Coordinator

PROJECT STAFF

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Mr. Donald J. Flynn	Associate Director
Mr. Clair E. Brooks	Coordinator
Mr. Bruce E. Hopkins	Coordinator
Mrs. Lois Mather	Coordinator
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Dr. Eleanore Kohlmann	Iowa State University Ames, Iowa
Dr. Lou McQuire	Research for Better Schools Philadelphia, Pennsylvania
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INTRODUCTION

The purpose of this publication is to suggest procedures and activities for implementing Awareness Phase objectives written for the project, "Models for Career Education in Iowa." The objectives and activities represent suggestions rather than an outline of a specific curriculum. They are intended to present ideas without inhibiting creativity and to avoid predispositions that a particular objective or activity is most appropriate for a certain subject area.

The activity(ies) described for each career education objective are examples of how project teachers approached satisfying the career education objectives in their school. This publication is a reference for teachers to use when planning their classroom activities to meet their career education objectives and the needs of their students and community. It should not be assumed that, by implementing only the activities described in this publication, a school will have integrated career education into their system.

The strategy for implementing career education employed and tested was that of infusion or integration into the curriculum. Career Education is seen as an added dimension of all aspects of the instructional program rather than a separate course or package. This strategy is based on a model of career education and objectives which define the career development process. A complete description of the model and a listing of the objectives can be found in the publication entitled "Career Development Model and Explanation" which is one in the series of publications developed by the project, "Models for Career Education in Iowa." A listing of the Awareness Phase objectives is included in the present publication.

The career education objectives are intended to focus upon the learner rather than upon the performance of the activity or the direction of an activity by the teacher. The activity is seen as a means for accomplishing an end rather than as an end in itself.

Focus on the learner and achievement of the career education objective may present a new challenge to the teacher who is implementing career education concepts in the classroom. The purpose of this publication is to describe the process used for implementing career education objectives and to present suggestions for activities that can be used in the classroom or examples for a teacher in developing additional activities. Teacher participation in the process of developing career education activities, similar to those presented in this publication, is seen as an important requisite for implementing career education objectives.

Sample activities are provided for each curriculum-level career education objective. They represent a product of the process of devel-

oping activities, provide examples of interpretations of each objective, and exemplify the use of levels of objectives in the classroom.

The activities described in this publication are presented using the following format:

CAREER EDUCATION OBJECTIVE: The program objective for each phase in the career development model is intended to give a general orientation to the more specific numbered curriculum-level career education objectives. The curriculum-level objectives are written comprehensively to allow for interpretation by individual teachers. Objectives relating to the self percept are designated as 1.00 consecutively and objectives relating to the world of work are designated as 2.00 consecutively.

INSTRUCTIONAL OBJECTIVE: The instructional objectives are more specific than the career education objective and are oriented directly to the described activity. They were written by teachers to fulfill the needs of a particular student, class, or community. As presented, they may or may not be appropriate for use in another class situation.

ACTIVITY: This section of the format cites learning opportunities to be provided for students. The activity can take place in a few minutes, require several days, weeks or the entire school year, or be a segment of a larger project. The activity relates directly to the career education curriculum-level objective and the corresponding instructional objective.

EVALUATION: The evaluation section contains procedures the teacher can follow to assess student achievement of the desired behavior as stated in the objectives. Evaluation should relate directly to the activity.

PROCEDURE EMPLOYED IN DEVELOPING ACTIVITIES

The following describes a procedure used by teachers when implementing career education objectives. For strategies employed in total implementation of the career education concept refer to the publication entitled "Implementing Career Education in the School Curriculum," which is one in the series of project publications.

Essential in the implementation of objectives through activities is a conceptualization of the sources for objectives and the general curriculum process. Several schema for curriculum processes exist, but one found most helpful in this project was the one outlined by Dr. Ralph Tyler in his book, Basic Principles of Curriculum and Instruction. Dr. Tyler suggests student needs, societal needs, and subject matter specialists as three sources for objectives in the school curriculum. The objectives chosen by a school would be screened on the basis of the school philosophy and the psychology of learning. It is suggested that a school wishing to implement career education provide inservice opportunities in curriculum development and vertical articulation of curriculum for the professional staff.

Approaches to Writing Activities

Project teachers identified two approaches for writing of activities. One approach was to develop a project oriented toward a program-level objective or philosophy. Another approach was to select a specific objective and develop a series of activities that would lead to the fulfillment of that objective.

The first approach is one with which teachers may be most familiar due to their experiences in planning units and special class projects. The project is planned to meet the program-level objective and then the teacher relates sections of the activity to curriculum-level objectives. An example of this procedure might be the development of an activity to meet the program-level objective:

> During the awareness phase, the learner will become aware of self physically, socially, emotionally, culturally, and mentally and develop competencies in dealing with others.

A project for this objective might be the use of a "Parent of the Week" program throughout the class year. The parents of each student in the class would be the focus of special activities in the classroom during the designated week.

After deciding on the project, the teacher can select specific activities that would relate to the curriculum-level objectives. For ex-

ample, a discussion of the family as an institution influencing the individual might relate to the curriculum-level objective:

1.9 Recognizes societal institutions that influence personal attitudes and biases.

Other segments of the project would relate to other curriculum-level objectives.

A second approach involves writing a series of activities oriented toward curriculum- and instructional-level objectives. With this approach, the planning process begins with selection of a curriculum-level objective to serve as the focus for activities. The teacher then "brainstorms" for activities that might lead to student achievement of that objective. Sources of ideas might be curriculum guides, textbooks, other teachers, students, or publications such as this one. An example of this process might be developing activities that relate to the objective:

1.1 Recognizes personal interests.

Several activities might be developed such as, show and tell about a hobby or collection brought to the classroom; select and carry out an individual craft project; or read material of own choice according to interests. The latter approach is frequently employed by teachers who are accustomed to developing an activity from an objective and is the approach described in this publication.

Steps in Developing the Activities

Seven steps are outlined in the process of developing activities that relate to the career education objectives. The steps are described in a sequence that is logical, but not necessarily the order of actual development. It is recognized that some of the steps may occur simultaneously or that some recycling may be necessary as the description of the activity proceeds. The activities presented in this publication are examples of the product of this process.

The first step is to become familiar with the broad program-level objective. Familiarity with the general orientation of the objectives will provide a frame of reference for the succeeding steps.

Familiarity with the curriculum-level career education objectives and selection of one or more that might be accomplished in the classroom is the second step. In the third step, an instructional objective is written to state behavior that the activity is expected to achieve in the student. Both levels of objectives should include both a statement of desired cognitive, affective, or psychomotor behavior and the content to which the objective is oriented. The latter level of objective is

stated in more specific terms than the former and reflects individual student and local school needs as well as individual teacher and local school philosophies. It should be stated in terms of desired learner behavior, but concern for specific performance wording in terms of criteria is not essential nor necessarily desired.

The fourth step is the description of the activity which would aid the student in achieving the objectives. An activity or a segment of a project may be described. Some teachers have found it easier to write the activity and then refine the instructional objective so that both are consistent and clearly stated.

The fifth step is deciding where and how the activity or project can be integrated into a course or unit in the school curriculum. One activity or project may relate to several areas of the curriculum. Such an interdisciplinary approach to career education may facilitate retention and transfer of learning, as well as increase student motivation because the subject has acquired greater relevance for the student.

A section on integration is not included in the present publication because how this is accomplished is a matter which must be decided in each individual school. A teacher wishing to integrate career education into the curriculum would examine both the curriculum objectives for each course taught and the career education objectives. Design and selection of instructional objectives and activities could then be accomplished.

The sixth step is to state the resource materials that will be used in the activity. An attempt has been made to provide information so that materials can be obtained.

Development of a formal and/or informal means of evaluation is the seventh step. The evaluation procedure should relate directly to the curriculum and instructional-level objectives that provide guidance for the activity and should include how the teacher will assess student achievement. Evaluation suggestions for the activities given in this publication are oriented toward assessment of the class as a group, but it is recognized that teachers may wish to plan techniques for assessing individual students and emphasize individual differences through conferences.

Evaluation is viewed as an essential component of the teaching-learning process. Only through evaluation can the teacher determine whether the objective has been accomplished and whether auxiliary learning opportunities need to be provided for some or all of the students in the class.

SUGGESTIONS FOR USING THIS PUBLICATION

For maximum use of the materials presented in this publication, it is suggested that several procedures be used in the local school. They are for teachers to:

1. seek professional growth opportunities in the areas of career education philosophy, curriculum development, evaluation, and self- and world-of-work concept awareness.

2. develop activities following the procedures outlined in this publication. Participation in this process will make the acitivities more meaningful and easier to integrate into instruction.

3. work together in small groups in developing objectives and activities.

4. share ideas for activities with industry and the business community.

5. use other publications developed in the project, "Models for Career Education in Iowa," which are available from the Director, Career Education Division, Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319.

CAREER EDUCATION OBJECTIVES

Awareness Phase - Primary Level

Program Objective:

During the awareness phase, the learner will become aware of self physically, socially, emotionally, culturally, and mentally and develop competencies in dealing with others. The learner will develop understandings of and appreciations for work, the value of the worker, and the role of work and the worker in our society.

Self Percept

1.00 The learner will become aware of herself/himself as a person with unique physical, intellectual, emotional and social capabilities.

- 1.1 Recognizes personal interests.
- 1.2 Becomes aware of own developing mental and creative abilities.
- 1.3 Becomes aware of own physical characteristics.
- 1.4 Acquires short term personal goals.
- 1.5 Recognizes feelings toward self, peers, adults and near environment.
- 1.6 Becomes aware of the feelings of peers and adults.
- 1.7 Recognizes that human beings are more alike than different.
- 1.8 Recognizes that there are various peer groups with whom one associates.
- 1.9 Recognizes societal institutions that influence personal attitudes and biases.
  - 1.9.1 Becomes aware of the family as a basic social unit influencing the individual.
  - 1.9.2 Becomes aware of the school and community as influences on the individual.
- 1.10 Recognizes the importance of the educational setting (home, school, community) to own personal growth.
- 1.11 Recognizes and performs appropriate behaviors for the school setting.
- 1.12 Becomes aware of the environment best suited to own learning.
- 1.13 Becomes aware of decision-making processes.

Awareness Phase

World of Work

2.00 The learner examines the world of work.

2.1 Sees the concept of work as including various types of activities.

2.1.1 Sees that work produces goods and services.

2.1.2 Recognizes the dignity of the individual.

2.2 Becomes aware of organization within the work world.

2.2.1 Differentiates between employers and employees.

2.2.2 Differentiates between consumers and producers.

2.3 Becomes aware of the wide variety of occupations.

2.3.1 Fantasizes occupations that interest her/him.

2.3.2 Becomes aware of the operational structure of the school.

2.4 Becomes aware of similarities among occupations.

2.5 Recognizes that people change occupations.

2.6 Recognizes the reasons why people work.

2.6.1 Sees the relationship between monetary income and maintenance and improvement of life style.

2.7 Sees the interdependence among contributing members in the work world.

2.7.1 Recognizes that individuals need products and services.

2.8 Becomes aware of the economic aspects of the world of work.

2.8.1 Becomes aware of money as a medium of exchange.

2.8.2 Becomes aware that workers are paid for their services.

2.9 Exhibits a willingness to select and complete assigned tasks.

SELF PERCEPT ACTIVITIES

Awareness Phase

CAREER EDUCATION OBJECTIVE:

1.1 Recognizes personal interests.

* * * *

INSTRUCTIONAL OBJECTIVE:

The learner recognizes that reading selections may relate to personal interests.

ACTIVITY:

Read the stories New Books to Read and New Books with the children. Discuss the choices of new books mentioned in the stories.

Have the children discuss personal interests and stress that each person might have a wide variety of interests. Have the children select a book related to personal interests from the Media Center.

Allow a member of the class to pick a book for the teacher to read to the class. This might be a special activity for birthdays. Discuss how books may help students recognize their personal interests and the personal interests of other students.

RESOURCE MATERIALS:

Hanna, Paul R. and Hoyt, Geneviene Anderson. At School. Chicago: Scott Foresman, 1965.

More Fun With Our Friends. Chicago: Scott Foresman, 1962.

EVALUATION:

Teacher compares record of book check-out with stated interests.

Teacher observes reading preferences of students throughout th year.

CAREER EDUCATION OBJECTIVE:

1.2 Becomes aware of own developing mental and creative abilities.

* * * *

INSTRUCTIONAL OBJECTIVE:

Recognizes ways to use imagination.

ACTIVITY:

Students bring a square of cloth of any size and experiment with ways the cloth could be used to form objects. For example, the cloth could be made into an apron, a kerchief for a cowboy, or a flag.

Children move around the room using the cloth. When a child discovers a new use for the cloth, he claps his hands to signal he is ready to demonstrate the objects while other students observe.

Students make "Me" buttons using scraps of various types of materials such as construction paper, tissue paper, and cloth. Each should be unique. The students then will discuss the differences in the buttons.

RESOURCE MATERIALS:

Dinkmeyer, Don. Developing Understanding of Self and Others, D-I Circle Pines, Minnesota: American Guidance Services. "The Red and White Bluebird."

EVALUATION:

Teacher observation of student creativeness. Is the child creative or does he tend to mimic? Is he relaxed or tense in his participation? Does he show concern that he might be made fun of?

* * * *

INSTRUCTIONAL OBJECTIVE:

Deduces new concepts about familiar objects.

ACTIVITY:

Students correlate crayon colors with objects in nature such as mud, grass, leaves. Students then name the colors.

Students use primary colors (red, yellow, and blue) to mix other colors, such as orange, green violet. Children stir the paint and record the results of combining the two colors.

RESOURCE MATERIALS:

"Color Kitten." In AAAS Science. Science, A Process Approach. Lexington, Mass.: Ginn and Company, 1965. Kit A.

EVALUATION:

Teacher observation: Does the child spontaneously tell about color and creative uses of color?

CAREER EDUCATION OBJECTIVE:

1.3 Becomes aware of own physical characteristics.

* * * *

INSTRUCTIONAL OBJECTIVE:

Recognizes individual differences and likenesses.

ACTIVITY:

Children identify silhouettes of "Peanuts" characters as an introduction of the concept of silhouette. The students then cut-out silhouettes of themselves and write personal descriptions on the back. Some source of light may be used to cast a shadow which is then traced to form the silhouette. The class then guesses to whom each silhouette belongs. When a child is guessed he is given a "I Like To Be Me" button to wear.

RESOURCE MATERIALS:

Ward. Still Being Me. Nashville, Tennessee: Abingdon Press.

Hopkins. Me. New York: Seabury Press.

Ets, Marie Hall. Just Me. New York: Viking, 1965.

"Big People, Little People." Film available from University of Nebraska Instructional Media Center, Lincoln, Nebraska.

"Our Wonderful Body, How It Moves." Film available from University of Arizona, Bureau of Audiovisual Services.

Dinkmeyer, Don. Developing Understanding of Self and Others, D-1. Circle Pines, Minnesota: American Guidance Services. Unit 8, Cycle D.

Anglund, Joan Walsh. A Friend Is Someone Who Likes You. New York: Harcourt, 1960.

EVALUATION:

Teacher observation of likeness of portraits and silhouettes (within student abilities) and student ability to recognize classmates from silhouettes.

* * * *

CAREER EDUCATION OBJECTIVE:
1.3 continued

INSTRUCTIONAL OBJECTIVE:
Becomes aware that one can communicate emotion with body movements.

ACTIVITY:
View the filmstrip, "What Am I," and discuss ways to show emotion through movement. Have students pantomime how they might look, move or react to certain emotions. Example: Suppose you are feeling very happy. Pretend you are feeling sad. How might you move if you're angry?

Read the poem, "Pretending" by Pauline C. Peck--

Sometimes I'm a bunny
Hopping on the ground.
Sometimes I'm a kitten
Running all around.

Sometimes I'm a pirate
Sailing out to sea.
Sometimes I'm a dragon,
But all the time, I'm me!

RESOURCE MATERIALS:
"What Am I?" (filmstrip) New York: Scholastic Book Service.
Anderson. Communities and Their Needs. Morristown, New Jersey: Silver Burdett, 1969.
Richmond, Pounds, Fricke, Sussdorf. Health and Growth. Glenview, Illinois: Scott Foresman, 1971.
Hallets. Talking Without Words. New York: Viking.
Ellentuck, Shan. Did You See What I Said? Garden City, New York: Doubleday, 1967.

EVALUATION:
Teacher observes student pantomimes for evidence of expression of emotions through body movements.

CAREER EDUCATION OBJECTIVE:
1.4 Acquire short-term personal goals.

* * * *

INSTRUCTIONAL OBJECTIVE:
Recognizes growth toward a teacher-set goal of improving penmanship.

ACTIVITY:
During the first week of school the children print a fall poem on manuscript paper. When the task is completed, the class will discuss the degree of difficulty each child had in writing the poem. Show the children the length of time until Halloween on the calendar. Explain that they will be writing a great deal between now and then and that the teacher will be helping them improve. Ask for a show of hands indicating how many children anticipate improvement by Halloween. Repeat the writing of the poem at the end of October. Give the students their first papers for a comparison of writing skills.

RESOURCE MATERIALS:
Robert's, Paul. The Robert's English Series, First Book. New York: Harcourt, Brace and World, Inc., 1968. Lesson 8.

EVALUATION:
Teacher observes student expression of recognition of growth towards a set goal.

* * * *

INSTRUCTIONAL OBJECTIVE:
Identifies an obtainable short-term personal goal and experiences the satisfaction that comes from achieving that goal.

ACTIVITY:
Each child chooses a physical skill that he wants to accomplish. This might include jumping rope, chinning, skipping, or jumping. The student then works toward the goal. When students feel they have mastered the skill, hold an "I Can Do" show where the children demonstrate the skill acquired. The teacher may need to work with students in setting achievable goals or in adjusting the goal if it is not easily attained in the time frame.

RESOURCE MATERIALS:
Dinkmeyer, Don. Developing Understanding of Self and Others, D-1. Circle Pines, Minnesota: American Guidance Services. Unit 5, Cycle A; Unit 6, Cycle A; Unit 7, Cycle D.

EVALUATION:
Teacher observation of ability of student to select a realistic goal and recognize achievement of the goal.

CAREER EDUCATION OBJECTIVE:

1.5 Recognizes feelings toward self, peers, adults and near environment.

* * * *

INSTRUCTIONAL OBJECTIVE:

Recognizes that fears are from real or imaginary causes as a basis for dealing with fears in a positive manner.

ACTIVITY:

With the use of puppets or stories, discuss situations that are frightening to the children. Examine the source of the fears to see which ones are real and which are imaginary. The children will be helped to see the cause of the fears and discuss ways that the fears might be overcome.

EVALUATION:

Teacher evaluation throughout the year of student ability to discuss fears and the reasons for the fears and to cope with situations that arise in the classroom and at home related to fears.

* * * *

INSTRUCTIONAL OBJECTIVE:

Recognizes own feelings about a situation where someone is nice to them.

ACTIVITY:

Have a class meeting and discuss how they feel when someone does something for them, such as the nurse putting a band-aid on a scratch or someone loaning them a pencil. Stress the feeling of satisfaction you have when someone says something nice to you.

EVALUATION:

Teacher observation of student behavior and attitudes in the class meeting and at school.

CAREER EDUCATION OBJECTIVE:
1.5 continued

* * * *

INSTRUCTIONAL OBJECTIVE:
Recognizes feelings toward things in the neighborhood. Recognizes that things around them influence the way they feel.

ACTIVITY:
Read the story, The Tree by David's House to the class. Encourage the children to imagine how David felt when the tree was cut down. Discuss the reasons why it was cut down. Ask the students to tell situations where they lost something--a pet, a favorite item, etc.

RESOURCE MATERIALS:
Lowery, Lawrence F. The Tree by David's House. New York: Holt, Rinehart, and Winston, Inc., 1969.

EVALUATION:
Teacher observation of student recognition of feelings and ability to state appropriate situations.

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INSTRUCTIONAL OBJECTIVE:
Recognizes that non-verbal expressions can show feelings.

ACTIVITY:
Ask the students to act out these expressions without talking:

Good-bye	I'm sad
Hello	I'm happy
I don't know	That stinks
Yes	Oh please
Come here	Be quiet

EVALUATION:
Student ability to dramatize the expressions as noted on a checklist. Teacher observation of student use of non-verbal expression. Blank face evaluation survey requiring students to draw facial expressions for emotions on blank faces.

CAREER EDUCATION OBJECTIVE:

1.6 Becomes aware of the feelings of peers and adults.

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INSTRUCTIONAL OBJECTIVE:

Becomes aware of appreciation phrases. Becomes aware of the effect of their actions on the feelings of other people.

ACTIVITY:

Through discussion, the class develops a list of appreciation phrases they hear or use in daily routines. This list might include: "Thank you," "Congratulations," Nice going," or "Gee, you did a good job." The list is posted on a bulletin board or a wall chart for students to see.

The phrases are written on slips of paper and placed in an "Appreciation Box" which will be used in a role-playing activity. The children are divided into pairs and each pair draws one slip of paper. The pair then plans a skit that illustrates feelings that might be associated with the phrase. The skits are presented to the class and discussed by the class.

EVALUATION:

Teacher observation of phrases listed by the students for appropriate expression. Teacher observation of accuracy of portrayal of feelings associated with the phrases. Teacher observation of student use of appreciation phrases in the classroom.

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INSTRUCTIONAL OBJECTIVE:

Becomes aware that people may view an object in various ways.

ACTIVITY:

Students have a craft project and recycle a discarded or used object into something functional. For example, a vase can be made from a discarded warped record. The objects are then taken to elderly people in the community. After the experience, discuss the reactions of the elderly people as they received the gifts and the students' feelings in giving the gifts. Point out that materials of no value to one person may have recycling value and provide enjoyment to someone. Students also become aware of the aesthetic enjoyment to the recipient of the product.

EVALUATION:

Teacher observation of student ability to verbalize awareness of feelings of others.

CAREER EDUCATION OBJECTIVE
1.6 continued

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INSTRUCTIONAL OBJECTIVE:
Becomes aware of causes of emotional reactions. Becomes aware that their emotions are shared by others.

ACTIVITY:
Read the poem "Angry" which describes one person's reaction to angry feelings. Follow this with a class meeting to discuss emotions. The discussion should stress the fact that their emotions are shared by others. Have the children look through magazines to find examples of different emotional expressions. Each child will choose one example and write a story telling what caused the person to feel that way. The stories are shared with the class and the children classify their stories according to the type of emotion expressed (joy, sadness, anger). Class discusses the causes of the emotional reactions.

RESOURCE MATERIALS:
"Angry." In Ridlon, Marci. That Was Summer. Chicago: Follet, 1969.

EVALUATION:
Teacher evaluation of stories for type of emotion stated and related expression of cause. Observation of discussion for evidence of awareness of feelings of others.

* * * *

INSTRUCTIONAL OBJECTIVE:
Becomes aware that others may view a situation from a different perspective.

ACTIVITY:
Students draw pictures of how things would look in another person's eyes. Have them imagine:
You are a bird. Draw a bird's eye view of what you would see as you were flying over your own yard.
You are an ant crawling across our classroom floor, draw what you see.
You are a photographer. Take pictures of things from a bird's eye view--then a worm's eye view.

EVALUATION:
Teacher evaluation of pictures to determine student ability to look at things from a different perspective.

CAREER EDUCATION OBJECTIVE:

1.7 Recognizes that human beings are more alike than different.

* * * *

INSTRUCTIONAL OBJECTIVE:

Recognizes that human beings have similar physical needs.

ACTIVITY:

Science class discussion of the needs of animals for survival--food, water, air, etc. Ask class members what humans need each day for survival. How does it feel to be hungry, thirsty, etc.? How do you feel when you hold your breath? Watch fish in the aquarium take in water through their mouths and let it out through the gill slits. How do humans breathe while swimming?

Discuss ways that humans and animals sleep.

RESOURCE MATERIALS:

Harcourt, Brace and Jovanovich. Concepts in Science. pp. 120-126.

EVALUATION:

Student ability to list similar needs of people comprehensively for material covered.

* * * *

INSTRUCTIONAL OBJECTIVE:

Becomes aware that no two people are exactly the same, but in some ways everyone is alike.

ACTIVITY:

Have the children look around the room to see if there are any children that are exactly the same. (Twins will have some differences.) Ask the children to look around again to see if there are ways in which they are all alike. List of the similarities on the bulletin board.

Read the story "Duso Talks About Friends." Children discuss the events and feelings in the story.

RESOURCE MATERIALS:

Bendick, Jeanne. Starting Points in Science. Lexington: Ginn and Company, 1973.

Dinkmeyer, Don. Developing Understanding of Self and Others, D-1. Circle Pines, Minnesota: American Guidance Services. Story Illustration Cards S1-33 through S137, Book 1. Cassette 1, Side B. Record 4, Side A, Band 1.

EVALUATION:

Ability to draw a picture indicating ways that people are alike. Completeness of list of similarities produced by the class.

CAREER EDUCATION OBJECTIVE:
1.7 continued

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INSTRUCTIONAL OBJECTIVE:
Recognizes that feelings are universal.

ACTIVITY:
"A Hitch in your Get-Along" Each child chooses to eliminate the use of one of his facilities for a given period of time during normal activities. In a Glasser class meeting, real, or imagined handicaps can be discussed. Include handicapped resource persons. Discussion of the fact that we all have some handicaps and that we all feel strongly about those things we cannot do well.

EVALUATION:
Student ability to recognize that he has feelings in common with the handicapped, but the degree of feelings may vary.

CAREER EDUCATION OBJECTIVE:

1.8 Recognizes that there are various peer groups with whom one associates.

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INSTRUCTIONAL OBJECTIVE:

Recognizes that one can learn by working with other class members.

ACTIVITY:

Have several interest centers around the room where small groups of students may work together on reading skills during their free time. Some interest centers may be: word wheels, sentence-building (have reading words written on cards in which they build sentences), triplets (Have three packs of word cards, one for each student. One child selects a card from his pack and calls the word and the other two children try to find that word in their pack. The first player to find the word eliminates the card from the deck. The game continues until one member has used all the cards in the deck.), or the "Paris" word game.

Students get into small groups or by two's and read books to each other. If the reader doesn't know a word in the story, someone in the group will volunteer to help him. (The teacher may want to direct the division of groups.)

RESOURCE MATERIALS:

"Paris" word game by Milton Bradley.

EVALUATION:

Teacher observation of student ability to recognize students whom he can help or who can help him and of any changes in peer group relationships for the activity.

CAREER EDUCATION OBJECTIVE:

1.9 Recognizes societal institutions that influence personal attitudes and biases.

* * * *

INSTRUCTIONAL OBJECTIVE:

Recognizes variations in the ways living patterns are learned in American and Aborigine cultures.

ACTIVITY:

During study in Aborigine culture in social studies, discuss the fact that Aborigine children learn mainly from family members while American children learn from both family members and community. List the types of things that Aborigine children learn while growing up and where they learn these things. Examples might be: religious beliefs, etc. The children then list the things they have learned and where the learning took place.

RESOURCE MATERIALS:

The Aborigines of Central Australia. Boston: Allyn & Bacon, 1970.

EVALUATION:

Student ability to state learning traditions in the two cultures.

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CAREER EDUCATION OBJECTIVE:

1.9.1 Becomes aware of the family as a basic social unit influencing the individual.

INSTRUCTIONAL OBJECTIVE:

Recognizes some of the types of activities that take place in the home and variations in the way activities are carried out.

ACTIVITY:

Class members cut out magazine pictures designating many activities that occur in the home, living, work, play, eating, sleeping. These pictures are placed on a large bulletin board outline of a home. Class discussion follows as to the different ways these activities may be done in different homes. Emphasize the influence that the home has on the student.

EVALUATION:

Ability to recognize activities in the home and variations in the way things are done in different families.

Teacher observation of the picture added to the bulletin board and evaluation of discussion about varied ways activities are conducted.

CAREER EDUCATION OBJECTIVE:
1.9 continued

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CAREER EDUCATION OBJECTIVE

1.9.2 Becomes aware of the school and community as influences on the individual.

INSTRUCTIONAL OBJECTIVE:

The student will become aware of his/her responsibilities as a member of the community.

ACTIVITY:

A park caretaker visits the class and discusses some of the problems caused by irresponsible people. Slides of paint smears, refuse, etc. might be shown. This is followed by a discussion of the types of actions students can take to make the park more enjoyable for everyone.

EVALUATION:

Teacher observation of student ability to list actions they might take as a member of a community. Do the students want to take positive action, as in a class clean-up project?

CAREER EDUCATION OBJECTIVE:

1.10 Recognizes the importance of the educational setting to own personal growth.

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INSTRUCTIONAL OBJECTIVE:

Recognizes that many things are learned in a year's time. Recognizes that learning may occur in different settings.

ACTIVITY:

At the beginning of the school year, students list or draw pictures of the activities they can do. These can be physical, social, or intellectual skills. The students put the lists or pictures in a file or notebook. At the end of the year students list or draw the activities they can do. Students compare the two lists. Class discussion of the growth that students observe. Class discusses ways that they learned and where the things were learned (at home, school, or in the community). Did the student learn alone or with others?

EVALUATION:

Student recognition of learning that occurred in a year and ability to state the conditions under which learning occurred.

CAREER EDUCATION OBJECTIVE:

1.11 Recognizes and performs appropriate behaviors for the school setting.

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INSTRUCTIONAL OBJECTIVE:

Recognizes that some rules are necessary for students to be able to perform classroom activities.

ACTIVITY:

Class discussion of rules and regulations of the classroom and playground. Why do we have the rules? What happens if the rules are disobeyed? Do we have any rules we don't need or that need to be changed? Students are given an opportunity to re-evaluate the rules as they are discussed with the teacher.

Choose three students who are not to conform to certain rules during the next few days. Guidance should be given by teachers in helping the three students choose ways they could demonstrate breaking the rules. Students then discuss the situations from the viewpoints of the three students and other class members. This should point out the necessity of some of the rules.

EVALUATION:

Teacher observation of student obedience of rules and awareness of feelings of other people.

CAREER EDUCATION OBJECTIVE:

1.12 Becomes aware of the environment best suited to own learning.

* * * *

INSTRUCTIONAL OBJECTIVE:

Recognizes that there are several ways that one can learn.

ACTIVITY:

Discuss skills that students would like to acquire. Discuss the different ways that students could learn these skills such as (1) watching someone else, (2) having someone else teach you, (3) trial and error, and (4) reading.

Experiment with the class on a learning project. The class selects an activity they would like to learn. Groups of students experiment with learning this activity by different techniques.

RESOURCE MATERIALS:

"It's Easy If You Know How." Film available from Walt Disney Educational Materials Company.

"The Best Ways to Learn." (Filmstrip). New York: Scholastic Book Service.

Dinkmeyer, Don. Developing Understanding of Self and Others, D-1. Circle Pines, Minnesota. American Guidance Services. Unit 4, Cycle C. Unit 5, Cycles A and D. Unit 6.

EVALUATION:

Student ability to state an activity or skill they would like to learn and state three ways the activity or skill could be acquired.

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INSTRUCTIONAL OBJECTIVE:

Recognizes that different tasks may require different settings for effective performance.

ACTIVITY:

Sometime after reading groups have begun, discuss with the class the physical conditions in which they prefer to have reading groups and to do their seat work. Bring out the necessity for order in the reading group. Suggest that study carrels be set up for students who prefer solitude.

Show the film Evan's Corner and discuss his need to be alone to think.

RESOURCE MATERIALS:

"Evan's Corner." Film available from Area V Depository, 1909 1st Avenue N., Fort Dodge, Iowa.

EVALUATION:

Student ability to state environment best suited for different tasks.

CAREER EDUCATION OBJECTIVE:
1.12 continued

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INSTRUCTIONAL OBJECTIVE:
Recognizes that one can learn through the senses.

ACTIVITY:
Teacher will provide a "Feeling Box" of materials with different textures, such as: cotton, wool, silk, fur, leather, rubber and plastic. The children will sit in a circle and feel one material at a time as the box is passed around the circle. A discussion of the sensations follows.

Students walk around the neighborhood noticing the changes that come in the Spring. Pick up objects that indicate the arrival of Spring, or the current season.

RESOURCE MATERIALS:
"Spring on the Farm" "Seasons of the Year," "Farmyard Babies," and "Mr. and Mrs. Robin's Family." Films available from Southwest Iowa Learning Resources Center, Red Oak, Iowa.

"Spring Adventure," "Fall Adventure," "Summer Adventure," and "Winter Adventure." Chicago: Society for Visual Education, Inc.

"People in Spring," "Plants in Spring," "Animals in Spring," and "Birds in Spring." Detroit, Michigan: The Jam Handy Organization, 1958.

EVALUATION:
Student ability to recognize objects through the senses and to associate sensory signs of the seasons appropriately.

CAREER EDUCATION OBJECTIVE:
1.13 Becomes aware of decision-making processes.

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INSTRUCTIONAL OBJECTIVE:
Recognizes that each decision has several alternative solutions.

ACTIVITY:
During a class meeting discuss a situation that requires a decision. An example of this might be--"What would we do if we had more students in our class than we had desks?" Discuss the possible alternative actions that could be taken, such as moving extra students to another classroom, buying extra desks, share desks, etc. Discuss the fact that each solution has advantages and disadvantages.

EVALUATION:
Student recognition of alternative solutions to problems.

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INSTRUCTIONAL OBJECTIVE:
Recognizes that information is needed for decision-making.

ACTIVITY:
Present the students with a problem, such as the need for something in the town or school. Students discuss the problem for possible solutions which are listed on the chalkboard. The class is then divided into teams assigned to determine reasons why a particular alternative is best. As the groups work together, they will discover or be guided towards seeking information to defend their position. The teacher helps the groups locate possible sources of information. Each group then presents an argument to the class defending the alternative solution. The class then discusses the use of information and sources of information in preparing the arguments.

EVALUATION:
Student recognition of the need for information in making a decision. This can be assessed when the exercise is replicated with another issue. Teacher looks for evidences that the students are able to seek information on their own initiative.

WORLD OF WORK ACTIVITIES

Awareness Phase

CAREER EDUCATION OBJECTIVE:

2.1 Sees the concept of work as including various types of activities.

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INSTRUCTIONAL OBJECTIVE:

Recognizes that work may produce goods and/or services.

ACTIVITY:

Class meeting where the concept of goods and services is introduced. Examples are discussed. Each child then interviews a parent about his or her job and determines whether the job produces goods or service. Students bring objects or pictures that represent the goods or services produced by the parents. The pictures and objects are displayed on a bulletin board to exemplify goods and services.

EVALUATION:

Student ability to differentiate between goods and services produced by their parents as assessed by the pictures and objects brought.

CAREER EDUCATION OBJECTIVE:

2.2 Becomes aware of organization within the world of work.

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INSTRUCTIONAL OBJECTIVE:

Becomes aware that each person has a certain job in the home and that one person does not do all the work.

ACTIVITY:

List the types of jobs that must be done in order to keep the average household operating. Discuss who does these jobs in the students' homes. Does one person do all the work in the home? Why? What responsibilities do the students have?

RESOURCE MATERIALS:

Senesh, Lawrence. Our Working World - Families. Chicago: Science Research Associates, Inc., 1973. Chapter 9.

EVALUATION:

Student recognition of the way work is divided in the home as demonstrated by dramatizations of household tasks for the class.

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INSTRUCTIONAL OBJECTIVE:

Differentiates between consumers and producers.

ACTIVITY:

Class project of producing and selling Kool-Aid. Class members plan together the project and decide the steps to be followed in the project. After the project is completed, the students discuss situations in the project when they were either consumers or producers. For example, when they bought the ingredients they were consumers and when they sold the Kool-Aid they were producers.

EVALUATION:

Student ability to recognize and assume roles of consumer and producer in a bakery.

* * * *

INSTRUCTIONAL OBJECTIVE:

Differentiates between employers and employees.

ACTIVITY:

Visit to grocery store to observe operations. Talk to owner and clerks. After visit, discuss the concept of employer and employee.

EVALUATION:

Ability of student to recognize whether and/or when parents are employers or employees. Ability of students to recognize employers and employees in discussing other local businesses.

CAREER EDUCATION OBJECTIVE:
2.3 Becomes aware of the wide variety of occupations.

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INSTRUCTIONAL OBJECTIVE:
Becomes aware of occupations necessary for producing a book.

ACTIVITY:
View the film "Story of a Book." List the occupations involved in the production of a book such as the publisher, author, illustrator, printer, proof reader, mailman, librarian, and bookbinder. Make a class book. Have each child choose one of the occupations in the production of the book.

RESOURCE MATERIALS:
"Story of a Book." Film available from Title 11 Area 5 Sub-agency Depository, 1909 1st Avenue N., Fort Dodge, Iowa. 50501.

EVALUATION:
Student ability to list the occupations involved in producing a book. Recognition of the many occupations involved in producing another article or subject.

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CAREER EDUCATION OBJECTIVE
2.3.2 Becomes aware of the operational structure of the school.

INSTRUCTIONAL OBJECTIVE:
Becomes aware of the different working areas for various school personnel.

ACTIVITY:
After a study of map drawing and labeling, students take a tour of the school building. As they tour, each member of the school staff is visited and the location noted. The students make simple maps of the school and label the areas where each person works. Students will note that some people work mainly in one area, while others work in many locations in the school.

EVALUATION:
Student ability to locate the working areas of the school personnel on the maps.

CAREER EDUCATION OBJECTIVE:
2.4 Becomes aware of similarities among occupations.

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INSTRUCTIONAL OBJECTIVE:
Becomes aware of the similarities among occupations involved in the production of a book.

ACTIVITY:
Students view the film, "Story of a Book," and discuss the occupations involved in the production of the book. Discuss the types of skills needed by these people and point out the similarities in the activities and education needed by occupations in the book industry.

RESOURCE MATERIALS:
"Story of a Book." Film available from Title 11 Area 5 Sub-agency Depository, 1909 1st Avenue N., Fort Dodge, Iowa. 50501.

EVALUATION:
Student ability to recognize similarities in the occupations during the discussion.

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INSTRUCTIONAL OBJECTIVE:
States occupations that require similar competencies.

ACTIVITY:
Guest speaker visits the class and discusses the variety of jobs he has held throughout his working career. The speaker points out the similar types of competencies required in these jobs. Students are encouraged to ask questions relating to the similarities among the jobs.
Class discussion of another group of occupations requiring a skill such as mathematical skills. Students discuss occupations they know about that require mathematical skills.

EVALUATION:
Ability of students to list occupations requiring similar competencies.

CAREER EDUCATION OBJECTIVE:

2.5 Recognizes that people change occupations.

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INSTRUCTIONAL OBJECTIVE:

Recognizes that technological advances have caused men to change occupations.

ACTIVITY:

Change in a Kansas farm community. Dramatize some of the problems by the members of a farm family that had just moved to the city: looking for a job, a place to live, finding way around a community, finding new friends, and adjusting to a new school.

Change in a Pennsylvania mining community. Dramatize scenes depicting the troubles a Hazleton miner's family might experience when the father lost his job.

Draw murals showing the differences caused by the changes in occupation.

RESOURCE MATERIALS:

"Change in a Kansas Farm Community" and "Coal Changes Hazleton." In Weaver, V. Phillip. People Use the Earth - 3. Morristown, New Jersey: Silver Burdett, 1966.

EVALUATION:

Student awareness of changes in occupations. Each child make a list of occupations we have now that the pioneers did not have.

CAREER EDUCATION OBJECTIVE:

2.6 Sees the relationship between monetary income and maintenance and improvement of life styles.

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INSTRUCTIONAL OBJECTIVE:

Recognizes that people are paid for their work and this money is used to buy things they need.

ACTIVITY:

Discuss the prices of the items shown in the mathematics textbook. For example, point out the 11¢ lollipops. Have the children imagine that they wish to buy one. Where would they get the money to buy a lollipop? Discuss the ideas that they might receive an allowance or have earned the money. Where do you suppose that your parents get the money they need to buy needed items?

RESOURCE MATERIALS:

Addison Wesley, Investigating School Mathematics, blue, p. 46.

Senesh, Lawrence. Our Working World - Families. Chicago: Science Research Associates, Inc., 1973. Chapter 10.

EVALUATION:

Student recognition of sources and uses of family income.

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INSTRUCTIONAL OBJECTIVE:

Recognizes that people cannot generally earn enough money to buy everything they want, so they have to buy the essential things first.

ACTIVITY:

Read the story, "Two Pesos for Catalina." Discuss how choices were made in the story and that the characters were unable to buy everything they wanted.

Ask the children what they would like to have for their birthdays. The teacher can make a list of the items mentioned and then the class can discuss that some of the items may be beyond the resources of many families.

Read the story, "The Five Pennies." Discuss the decisions made by the main characters in spending their limited money.

RESOURCE MATERIALS:

Kirn, Ann. "Two Pesos for Catalina." In Senesh, Lawrence. Our Working World - Families. Chicago: Science Research Associates, Inc., 1973.

Brenner, Barbara. "The Five Pennies." New York: Alfred A. Knopf, 1964.

EVALUATION:

Teacher observation of student understanding of necessity for priorities as demonstrated during the discussions.

CAREER EDUCATION OBJECTIVE:

2.7 Sees the interdependence among contributing members in the working world.

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INSTRUCTIONAL OBJECTIVE:

Recognizes how it feels to be dependent upon others.

ACTIVITY:

To illustrate how people depend on one another, divide the class into pairs and blind-fold one person in each pair. Let them walk around together, then discuss how they felt when being led around by the partner. Discuss ways that we depend upon others every day. For example, our mothers prepare food, our bus driver brings us to school, etc.

RESOURCE MATERIALS:

Anderson, Judith and Miner, Patricia. "Companionship," "Better Than Anything," "Handy My Friend," "The Boy Who Didn't Speak." Focus on Self, Stage II. Chicago: Science Research Associates, 1971.

EVALUATION:

Student recognition of their feelings about being dependent upon others and recognition of situations where they are dependent upon others as demonstrated during the discussion.

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INSTRUCTIONAL OBJECTIVE:

Recognizes the need to work together to accomplish a goal.

ACTIVITY:

Form a class assembly line. Divide the class in half and provide materials for making paper chains. Have each group develop a plan for how they will work to make the chains. Each group makes a chain according to the plan. The group making the longest chain in a designated period of time receives recognition.

Class discusses some of the reasons why one group worked better together than others.

EVALUATION:

Teacher evaluation of student comments during discussion. Comments should display an understanding of the need to work together to better accomplish the goal.

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CAREER EDUCATION OBJECTIVE:
2.7 continued

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INSTRUCTIONAL OBJECTIVE:

Becomes aware of the importance and need for many types of jobs.

ACTIVITY:

Discuss what our community would be like if there were no carpenters, garbage collectors, teachers, plumbers, etc. "What would happen in a community if there were no bus drivers?" "How would we get to school, hot lunch, etc.?" Role play situations where a certain type of worker was absent from the community.

EVALUATION:

Student ability to demonstrate the interdependence in role-play.

CAREER EDUCATION OBJECTIVE:

2.8 Becomes aware of the economic aspects of the world of work.

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INSTRUCTIONAL OBJECTIVE:

Recognizes coins, count change, and make change.

ACTIVITY:

Use flannel board cut-outs and real money to learn the penny, nickel, dime, quarter, half-dollar and dollar. Stress the amount of each, the physical size, and appearance of each.

Practice counting by 5's, 10's and 25's. Stress the need for this for counting nickels, dimes, and quarters.

Use flannel board cut-outs of coins and give practice in counting change under a dollar. This can be done in small groups. Stress the need for learning to count change whenever you pay for something.

EVALUATION:

Students demonstrate ability to count change to $1.00 and make change to $1.00.

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CAREER EDUCATION OBJECTIVE:

2.8.2 Becomes aware that workers are paid for their services.

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INSTRUCTIONAL OBJECTIVE:

Becomes aware that people who work usually receive a reward called income.

ACTIVITY:

Students cut out magazine pictures of different receivers of income: the grocer selling goods, the doctor collecting his fees, the vacuum cleaner salesman receiving his commission, the office clerk receiving his weekly salary, and the landlord collecting his rent.

Clarify the idiom "making money." Only the government can "make money." Anyone else who tries to make money will be sent to jail. Father leaves the house to produce goods or services that other people want. The reward for this work is called income. Income is usually paid in money.

EVALUATION:

Student comprehension of the term "income." Student recognition of income as reward for work.

CAREER EDUCATION OBJECTIVE:

2.9 Exhibits a willingness to select and complete assigned tasks.

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INSTRUCTIONAL OBJECTIVE:

Is willing to accept and select work responsibilities for maintenance of the classroom.

ACTIVITY:

Discuss the jobs that must be done for the normal functioning and maintenance of the classroom. Discuss ways that the students might share these responsibilities and work together to accomplish them. Make a job title and responsibility chart and choose or assign duties to students for a designated ti[illegible]riod. Change the jobs regularly.

RESOURCE MATERIALS:

"School Friends and Activities," "Sticking to Your Job." In Primary Social Studies Series. Chicago: Society for Visual Education.

"Little Engine that Could." Film available from Area VI Resource Center, Marshalltown, Iowa.

"Being on Time," "Getting Ready for School," "Learning to Follow Instructions," "Taking Care of Things," "Doing Things for Ourselves in School," "Rules at School." In Beginning Responsibilities Series. Films available from Area VI Resource Center, Marshalltown, Iowa.

EVALUATION:

Checklist of attitudes of students during school year as to frequency of volunteering, ability to complete tasks, and attitudes.